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ABSTRACT

To prepare for implementing competency based education, a system to categorize diagnostic and prescriptive materials was needed. The Annehurst Curriculum Classification System (ACCS), which provides access to curriculum resources for students and teachers, was applied at the elementary and middle school levels. Training programs on ACCS were held for both teachers and students. An initial study of 3,212 events which led to adoption of ACCS, was conducted to ascertain: the time materials are used; number of materials used by each student: group mode of instruction utilized: types of materials used: curriculum areas covered; and human and perceptual characteristics of the materials. It was concluded from logs and accompanying material that: at least seven curriculum materials were used daily by students: large group instruction was used most in grades 1, 4, and 5: individual instruction was observed more in grades 2, 3, 6, 7, and 8: small group instruction was the least used method: more than half the materials used were worksheets or books: nearly 40 percent of curricular events were language arts: and almost half the materials were classified as highly motivational. The differences in results between elementary and middle schools are discussed. (MH)

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AN OBSERVATION AND STUDY of LEARNER AND CURRICULAR EVENTS at an ELEMENTARY and MIDDLE SCHOOL

A Collaborative Effort of the

GREENHILLS - FOREST PARK CITY SCHOOL DISTRICT

and The

UNIVERSITY OF CINCINNATI

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DISTRICT THRUSTS

The Greenhills - Forest Park City School District is situated eighteen miles north of Cincinnati. The school district population of 7400 students is spread among seven elementary schools, two middle schools, and two high schools. Community support of schools is noteworthy; to date, all issues supporting schools have been approved by the voters. The community and school staff have worked together on a district philosophy which emphasizes individualization, self-development and actualization of learner and teacher, lifeling learning, and professional staff development. Meeting individual needs is a thrust in all our programs. Currently 14% of our students receive special instruction through a variety of services provided at all schools.

The school district has undergone many shifts in racial enrollment balances over the past ten years. Currently, ranges in racial balance range from 4.2% to 56.3% black students. Many of our students come from the inner city and need special help to adapt to our educational program. The emphasis on individualization within the district is constantly being tested as teachers cope with ever-increasing special needs of a wider variety of students in their respective classrooms.

Alternatives to achieving better racial enrollment balances in the school system are being addressed. Resource teachers will be assessing all new students and orienting parents and students to the school and district. Inservice will be planned to address staff needs to better work with the individual needs of all students.

Competency-based education is a district priority. A comprehensive study has been conducted this past school year to plan the implementation of competency-based education. The first curriculum area to be affected is mathematics. Teachers will be working on extended-service this summer to develop mastery tests for mathematics at all levels. Inservice is planned for next year to relate the concepts of competency-based education to existing curriculum. All areas of the curriculum will be addressed in the next three years. The development of competency-based education will mean the categorization of materials for diagnostic and prescriptive purposes.

The above thrusts have caused district staff to search for a feasible way to accomplish them. The Annehurst Curriculum Classification System (ACCS) for school curriculum provides a quicker and easier access to all the curriculum resources available to teachers and students. The system alerts the user to commercially produced materials, teacher-made materials, resource people, field trips and materials other teachers have collected in their personal files. These resources are treated as individual pieces so that the curriculum can become more fluid and thereby more adaptable to individual students. Using the system, teachers can better utilize the most appropriate resources for each learner's needs.

The school district has collaborated with staff from the University of Cincinnati, The Ohio State University, and Annehurst Elementary School for the following purposes:

a. To offer workshops on the ACCS system; and

b. To design and implement evaluation strategies.

ASSESSMENT OF NEED

The application of the Annehurst Curriculum Classification System to curriculum materials came about with an initial study of media utilization in two schools encompassing grades kindergarten through eight. The purpose of the study was to find out what materials were actually being used by students at the elementary and middle school levels on a typical school day. Specific questions which were to be addressed included:

a. The time materials are used;

b. The number of materials used by each student;

c. The group mode in which materials were utilized;

d. The type of materials used (films, worksheets, etc.);

e. The areas of the curriculum covered; and

f. The human and perceptual characteristics of materials utilized.

The study developed by Jack R. Frymier was adapted to our needs.[1] It will be explained in the procedures section which follows. The elementary school study was done between April 21 and May 16, 1978. The middle school study was done between January 25 and February 13, 1979. Each study will be covered in its own procedures section.

PROCEDURES USED AT THE ELEMENTARY SCHOOL

The elementary school has self-contained classrooms. Students at all grade levels receive daily instruction in reading, language arts, mathematics, social studies, and science. Modified instruction is provided in art, music, and physical education once or twice per week. Some students receive daily instruction in learning disabilities tutoring programs or resource rooms. The total school population was 461 at the time of the study.

The need to find out the school's position in terms of media utilization was discussed by the building principal and the investigators at a meeting on April 21. Organizational responsibilities were delegated.

A workshop on the ACCS system was presented to the building's professional staff on April 26. Those wishing to catalog media were then trained. Each person who independently cataloged media in the study went through a reliability check of seven items.

Random selection of students was made April 27. Ten to fifteen percent of the student population was chosen at each grade level. The method is given in the following chart.

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[1] Davis, O. L., and J. R. Frymier, An Investigation of Learners' Use of Curriculum Materials, paper presented at the American Education Research Association annual convention, 1977.

CHART A: Random Selection of Students

1. Class lists numbered in order received.
2. Table I of Random Numbers used to select from: Tuckman, Conducting Education Research, Harcourt Brace Jovanovich, 1972, pp. 368-369.
3. Table entered randomly for each grade level and twelve-sixteen numbers selected across or down in alternating fashion. Numbers repeated were discarded as well as those which exceeded enrollment.
4. Students then matched with numbers and listed by grade and teacher. Extra students were chosen at each level in case some were absent on a scheduled day.

On April 28 staff meeting established a schedule for observations and further elaboration of the ACCS system. Staff were asked to serve as observers. Students to be observed were identified.

The time of May 1 - 9 was for scheduled observations. Training was given to observers each day. The observation recording sheet is given in Appendix A. Fourth and fifth grade students recorded their own media utilization on May 2 and 4 respectively. One hour training sessions were held with then one day beforehand. Boxes for media utilized were given to all observers each day. Observers included: the principal, two resource teachers, ten classroom teachers, one tutor, three substitute teachers, five university students, two university staff members and fourth and fifth grade class members. Many observers found that they could record the efforts of two students at a time.

The logs and accompanying materials were returned to the media center each day for cataloging. Each entry was cataloged completely and returned to the classroom teacher the following day. Students were assigned numbers as they were observed according to the following chart:

CHART B: Student Codes & Number Observed

Student Code	Grade Level	Numbers Observed
0001 - 0800	Kindergarten	15 (½ day sessions)
0801 - 1600	First Grade	12
1601 - 2400	Second Grade	12
2401 - 3200	Third Grade	12
3201 - 4000	Fourth Grade	16
4001 - 4800	Fifth Grade	16

In the nine-day period (May 1 - 9), 1,873 items from 83 learners were cataloged by school district staff and University of Cincinnati staff voluntarily. Inter-rater reliability was established at .96.

The willingness of staff to participate in the study is noteworthy. All classroom teachers in one elementary school were involved in data collection and many also participated in the cataloging process. The time study was completed efficiently because of staff cooperation. The principal also gave some time to observation of students and cataloging of items. He reported on the high quality of the teachers in the classrooms where he observed.

The elementary school personnel gave about 1000 hours of their time willingly to observe, catalog, and record results. This involvement allowed each person to buy into the ACCS system on an individual basis. We believe the system earned its credibility as a result of this type of staff involvement.

PROCEDURES USED AT THE MIDDLE SCHOOL

The middle school has a seven-bell day where students went to teachers in the various subject areas. Students in all grade levels receive instruction in language arts, reading, social studies, and science on a daily basis. Modified instruction is provided in physical education, art, and music (choral and instrumental) each week. Eighth grade students also receive instruction in industrial arts and home economics for a semester each. Some students receive specialized instruction in EMR resource rooms or tutoring. The total school population was 707 at the time of the study.

An initial meeting between the investigators, the middle school's assistant principal, and the resource teacher was held in late January. Organizational responsibilities were delegated.

The design of the study and an overview of the ACCS system was presented to the building's staff at a staff meeting the following week.

The investigators then made a selection of 15% of the students from each grade level. This was done using homeroom class lists which were ordered by grade level in alphabetical order by teacher. The students were listed by sex. Every seventh name was chosen going through the lists and counting. Cumulative counting was done so that more students had an equal opportunity of being chosen.

A listing of students was then formulated with the help of the office staff. Study hall times were added. These would be used for training groups of students during the various bells of the day. Teachers were made aware of all participants.

From January 30 to February 8, groups of students from the three grade levels received instruction in filling out a daily log of their activities from the investigators. The students then made a log of the media used on the following day. This procedure was repeated for 103 students in grades six, seven, and eight. The investigators randomly checked the students progress on doing the task successfully. Reliability of .93 was maintained.

One student was observed during each bell of a two day period by an investigator for a ten-minute period by an investigator for a ten-minute period The investigator's log was compared with the student's log to determine accuracy of time and reliability of recorded events. One child in 14 was not coding the event as observed by the investigator. Time accuracy of the event always had less than 2 minute difference between student and investigator.

The logs and accompanying materials were returned to the media center each day for cataloging. Each entry was cataloged completely and returned to the classroom teacher. The investigators worked with the faculty to identify all materials used by individual students which had been randomly chosen. Students were assigned numbers as they were observed according to the following chart:

CHART C: Student Codes & Numbers Observed

Student Code	Grade Level	Numbers Observed
4801 - 5600	Sixth Grade	27
5601 - 6400	Seventh Grade	35
6401 - 7200	Eighth Grade	29

Items were cataloged by the investigators and a group of district staff who were trained in using the Annehurst Curriculum Classification System. The materials used by the middle school students provided a reliability check for staff members on the cataloging process. Staff members cataloged the items with a .93 mean inter-rater reliability over all characteristics. In the ten-day period (January 31 - February 13), 1,339 items from 91 learners were cataloged by the investigators and school district staff.

FINDINGS OF THE TIME STUDY OF LEARNERS

In all, 196 students from two schools with a population of 1,168 were observed for an entire day each. Kindergarten children were observed for their entire half-day session. The total observation and/or recording time was approximately 1,128 hours.

Of the 196 students, the least number of curriculum materials interacted with by an individual child in an entire day was seven. The greatest number of curriculum materials interacted with by an individual child in an entire day was 42. The mean number of curriculum materials intereacted with in an entire day for the elementary group was 22; for the middle school, it was 13; and for the entire group, it was 16.

MODE OF INSTRUCTION

Mode means the group nature of the instruction which occurred: large group, small group, or individual. Table I, "Mode of Instruction," shows the percent of the 3,212 events observed by grade level which occurred in either a whole group, a small group, or an individual group setting.

In the first, fourth, and fifth grades, the large group mode of instruction was observed more often than individual or small group work. In the second. third, sixth, seventh, and eighth grades, sample individual mode was observed more than large group.

Small group instruction was the lowest percent observed of the samples in all grade levels. It is interesting to note that grade three observations of curricular events identified almost as much small group as large group (21.0 and 25.7) and is higher in small group events than any other grade level.

TABLE I

MODE OF INSTRUCTION

Grade	Large	Small	Individual
Kg	52.8	10.3	36.9
1	31.5	18.8	50.4
2	33.0	19.4	47.6
3	25.7	21.0	53.3
4	66.5	16.1	17.4
5	46.9	10.6	42.4
Elementary	45.5	15.7	38.7
Middle	39.9	12.8	47.4
TOTAL	43.1	14.5	42.4

MEDIA FORMS OF CURRICULUM MATERIALS

Each of the curriculum materials of the 3,212 events was analyzed for its media form according to ten categories of the Annehurst Thesaurus. The following Table II, Media Forms, shows the percent of curriculum materials classified in each of nine media forms.

As the table shows, more than half, 59.8% of all materials observed were worksheets or books. It is interesting to note that 29.9% of all curriculum materials were worksheets and from Table I we know that the individual mode of learning occurred in 42.4% of all events. Thus, when an individual learner works alone, it is probably with a worksheet. The major shift in use of materials from elementary school to middle school rests in the categories of worksheets, books and people.

TABLE II

PERCENT OF MEDIA FORMS OF CURRICULUM MATERIALS

Media Form	Elem.	Middle	Total
Worksheets	31.9	27.1	29.9
Books, Magazines, Texts	21.1	41.7	29.9
People	17.0	9.3	13.7
Realia, Globes, Models, Equipment	11.1	11.9	11.4
Posters, Pictures, Maps, Charts	9.0	0.7	5.5
Games, Flash Cards, Simulations	4.9	0.3	2.9
Films/Filmstrips	3.7	6.0	4.7
Transparencies	0.0	2.4	1.0
Field Trips	0.1	0.0	0.1
Records, Tapes	1.1	0.7	1.0

PERCENT OF MATERIALS BY SUBJECT AREA

Of the 3,212 curricular events observed, as shown in Table III, 39.6% were classified as language arts, 26.4% as aesthetics and recreation, and 14.5% as mathematics.

TABLE III

PERCENT OF CURRICULUM MATERIALS BY SUBJECT AREA

Subject Area	Elem.	Middle	Total
Aesthetics/Recreation	30.6	20.6	26.4
Geography	1.7	3.5	2.5
History	1.2	12.5	6.0
Language Arts	47.1	29.4	39.6
Mathematics	10.7	19.6	14.5
Philosophy/Religion	1.8	1.2	1.6
Biological Science	3.8	5.6	4.6
Physical Science	0.9	6.8	3.4
Social Science	2.0	0.7	1.5

Observers of each child's day-long experience at the elementary school included recess activities which helps to account for the amount of curriculum materials identified in this area.

The teachers of the elementary school were able to explain that special music activities during that week also accounted for an abnormal amount of curricular events in this subject area during these ten days. This and evidence in other areas given an indication of how sensitive this form of observation is to activities of the school curriculum.

Other changes from elementary to middle school are also interesting. Percent of events dealing with language arts and math at the elementary school are aprximately the same as the percent of time in a week recommended by the Ohio State Department of Education for these two areas. At the middle school, the percent of events in language arts appears to go down but professionals familiar with language arts curriculum will suggest that language arts and reading is now becoming a concern in the content areas and indeed the study of History and Geography at the middle school increases over the elementary school in the same relation as the decrease in language arts events.

HUMAN CHARACTERISTICS

The human potential of curriculum materials themselves is also a quality of the ACCS system. For example, a material which was novel or vivid or attractive could heighten a learner's interest or attention. This quality of the material itself, apart from its use, could be considered a motivational potential of the material. Likewise, a material might contain complex examples and ideas as opposed to simple and concrete examples. This would be an intelligence characteristic of the material. All materials used in the 3,212 observed curricular events were collected and analyzed in terms of high or low characteristics of Motivation, Emotion/Personality, Experience, Intelligence, Creativity, and Social Value. (See Frymier, The Annehurst Curriculum Classification System.)

Table IV is a display of the percent of the curriculum materials of 3,212 observed curricular events as they were each classified High or Low on all six characteristics.

Of all materials analyzed, almost half (49.7 percent) were classified as highly motivational. Twenty-seven and three tenths of all materials analyzed were high on a characteristic of emotionality and personality. Only 8 percent of all materials analyzed had a high characteristic of experience that would require background understandings and perspectives for learners. Only 3.8 percent of all materials analyzed were high in intelligence characteristics. About one-fifth (10.1%) of all materials analyzed were high in creativity characteristic and only one fourth (25.3% were high in social value potential.

TABLE IV

AVERAGE OF MATERIALS WITHIN 3,212 CURRICULAR EVENTS FOUND TO BE HIGH ON HUMAN CHARACTERISTICS

Characteristics	Elementary	Middle	Total % of All Events
Experience	8.0	32.6	18.5
Intelligence	3.7	9.8	6.3
Motivation	49.1	42.6	46.3
Creative	19.7	12.4	16.6
Emotion/Personality	26.5	34.0	29.7
Social	24.5	35.2	29.0

QUALITY OF MATERIALS TO MEET SPECIAL PERCEPTUAL NEEDS

The Annehurst Curriculum Classification System (ACCS) provides descriptors and a process whereby materials can be judged by a teacher to be appropriate for developing perceptual skills of learners who may have special needs. These perceptual characteristics are verbal, auditory, visual, and motor.

Table V, below, provides percent of curricular materials within 3,212 curricular events which can be classified as appropriate for facilitating these perceptual skills in learners.

TABLE V

COMPARISON BY PERCENTAGE OF MATERIALS FOUND APPROPRIATE FOR SPECIAL PERCEPTUAL NEEDS OF LEARNERS IN 3,212 CURRICULAR EVENTS RECORDED IN ELEMENTARY AND MIDDLE SCHOOLS

Characteristic	Elementary	Middle	Actual No. of Events
Verbal	1.8%	1.0%	50
Auditory	3.8%	7.1%	86
Visual	7.1%	0.8%	142
Motor	9.9%	5.9%	262

As the table above shows in every category, there is little evidence that curricular materials are available in school to provide for learning in response to these perceptual needs of some learners. It is also fair to comment that learners in need of these experiences are probably a small population in a school or classroom. Nevertheless, attention to seeking and making accessible these types of materials is warranted.

TWO HUMAN CHARACTERISTICS: MOTIVATION AND CREATIVITY

TABLE VI

PERCENT OF HIGH MOTIVATIONAL MATERIALS BY DISCIPLINE

Discipline	Elementary	Middle	Total
Aesthetics & Recreation	87.1%	88.0%	87.4%
Geography	9.4	33.3	23.8
History	45.8	41.9	42.4
Language Arts	29.8	34.8	31.3
Mathematics	20.7	4.9	11.6
Philosophy/Religion	91.9	63.6	85.4
Biological Science	65.8	18.3	42.9
Physical Science	76.5	60.2	62.7
Social Science	41.2	38.5	40.4

Curriculum materials found High in the human characteristic of motivation were examined by subject area at the elementary and middle school. As Table VI shows, the discipline of Aesthetics & Recreation dealt with a very high percent, more than 87% at each school level. In Language Arts, about one out of every three materials was High in motivation at each school level. In Mathematics, materials drop from one out of five materials 20.7) High in motivation at the elementary level to one out of twenty materials (4.9) High in motivation at the middle school. Philosophy and Religion have large percentages of High motivation materials but the amount of materials is very small and the materials in these cases dealt with values clarification activities which were very interesting and involving. Physical Science also used a large percentage (76.5 and 60.2) of High motivation materials. Two other breaks between elementary and middle school on materials High in motivation were Geography and Biological Science. Geography was not dealt with in the curriculum program. Biological Science did have many materials and the break in High motivational materials used deserves further investigation into program or topic differences during these observed times.

TABLE VII

PERCENT OF HIGH CREATIVE MATERIALS BY DISCIPLINE

Discipline	Elementary	Middle	Total
Aesthetics & Recreation	27.4%	19.1%	24.7%
Geography	53.1	4.2	23.8
History	8.3	7.2	7.3
Language Arts	14.2	21.9	16.6
Mathematics	5.1	0.0	2.2
Philosophy/Religion	62.2	33.3	55.1
Biological Science	30.3	12.7	15.0
Physical Science	52.9	2.2	10.0
Social Science	26.5	0.0	19.1

Curriculum materials found High in the human characteristic, Creative, were compared in discipline areas between elementary and middle school. The extreme changes by percentage between the schools were found in Geography, Philosophy/ Religion, Biological Science, Physical Science, and Social Science. The only shift toward increased percent of High creative materials from elementary to middle school is the discipline of Language Arts.

CONCLUSIONS

The time study has made the professional staff aware of the variety and effect of types of curriculum materials on learners. The desire to locate and identify materials to meet a variety of learner characteristics has become a goal of individuals in the building. They have taken workshops to learn how to catalog and established a high inter-rater reliability. Different types of materials are being previewed from a variety of sources on a regular basis. Individuals have participated in developing directories which define the range of topics in specific subject areas. These activities have been pursued in addition to regular instructional responsibilities.

The ACCS system offers educators an opportunity to evaluate what they are using and contribute to a system of expanding activities/materials to meet individual needs and styles. Professionals can undertake self-evaluation and work to accomplish goals easily according to their needs at their own pace. The school climate improves as a result of their individual efforts in a collective sharing of materials, approaches, and expertise.

Log

START TIME	STOP TIME	SETTING: WHOLE GROUP	SETTING: SMALL GROUP	SETTING: IND. STUDY	NAME OF CURRICULUM MATERIAL USED	PAGES, ETC.	NOTES

APPENDIX A

LEARNERS' CHARACTERISTICS

EXPERIENCE	
has traveled widely	has not traveled much
stimulus-rich background	stimulus-poor background
has read a lot	has read very little
has mastered previous learnings	has not mastered previous learnings
has skills of learning	lacks skills of learning
high achievement	low achievement
extensive interests and activities	limited interests and activities

INTELLIGENCE	
rational	irrational
can integrate ideas	cannot integrate ideas
contemplative	shallow thinker
quick to learn	slow to learn
intrigued with complexity	intolerant of complexity
reflective with ideas	impulsive with ideas
has good memory	has poor memory

MOTIVATION	
energetic	lazy
persistent	easily discouraged
shows initiative	lacks initiative
enthusiastic	bored
tries hard	gives up
purposeful	aimless
inquisitive	indifferent
future-oriented	present-oriented
curious	uninterested
able to delay gratification	demands instant gratification

EMOTION-PERSONALITY	
patient	impatient
open-minded	closed-minded
accepts blame	blames others
good natured	moody
has sense of humor	lacks sense of humor
confident	lacks assurance
mature	immature
optimistic	pessimistic
independent	dependent
deliberate	impulsive
internal locus of control	external locus of control
dependable	undependable
responsible	irresponsible

CREATIVITY	
innovative	traditionalist
flexible	rigid
original	copyist
risk taker	cautious
fluent with ideas	restricted with ideas
autonomous	conforming
able to elaborate	difficulty elaborating
able to form new patterns or relationships	difficulty forming new patterns or relationships
imaginative	unimaginative

SOCIAL	
communicative	uncommunicative
participator	loner
cooperative	uncooperative
forgiving	holds a grudge
friendly	unfriendly
empathic	callous
sympathetic	unsympathetic
tolerant	prejudiced
altruistic	selfish
respectful	disrespectful

APPENDIX B

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CURRICULUM

EXPERIENCE

special terminology	common vocabulary
provides vicarious experience	provides direct experience
requires special training to use	no special training required
advanced/difficult reading level	simple/beginning reading level
advanced in nature	introductory in nature
representative of reality	original or actual thing
examples and illustrations are complex and difficult to understand	examples and illustrations are simple and understandable

INTELLIGENCE

concept-oriented	fact-oriented
abstract	concrete
intentions implicit	intentions explicit
criteria implicit	criteria explicit
complex organization	simple organization
evokes analysis-type thought	evokes recognition
evokes synthesis-type thought	evokes isolated-type thought
evokes evaluative-type thought	evokes recall

MOTIVATION

attractive	plain
stimulating	calming
evocative	routine
examples provocative	examples lacking or not provocative
marked contrast	contrast not evident
compelling	bland
unique	ordinary
complex	simple or uniform
immediate feedback	feedback not available
activity-oriented	passivity-oriented

CHARACTERISTICS

EMOTION-PERSONALITY

ambiguous	set and unequivocal
change-oriented	stasis-oriented
ego involving or reflects positive sense of self esteem	non-ego involving or reflects negative sense of self esteem
reflects appropriate expression of emotion	reflects inappropriate expression of emotion
decisions controlled by the learner	decisions controlled by others or by chance
requires student to make decisions and abide by the consequences	does not require student to make decisions and abide by the consequences

CREATIVITY

evokes imagination	evokes imitation
open-ended	closed
versatile	limited
alternative responses possible	restricted responses required
nondirective	directive
interrogative	declarative
unusual	predictable
novel	conventional
does not lend itself to being judged right or wrong	does lend itself to being judged right or wrong

SOCIAL

respects individuality	stereotypical
reflects positive concern for people who are different	reflects negative concern for people who are different
reflects sensitivity to people	lacks sensitivity to people
reflects positive concern for people and things	reflects negative concern for people and things
nonprejudicial	prejudicial
fosters interpersonal skills	no interpersonal skills required

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CURRICULUM

VERBAL EXPRESSION (SPEECH)

(Appropriate)	(Does not Apply)
requires expanded verbal response	requires simple yes-no verbal response
requires sequencing of spoken terms	does not require sequencing of spoken terms
requires categorizing	does not require categorizing
requires differentiation of opposites	does not require differentiation of opposites
requires discrimination of parts and wholes	does not require discrimination of part and wholes
requires discrimination of singular and plural forms	does not require discrimination of singular and plural forms
emphasizes rhythm of language	does not emphasize rhythm of language

AUDITORY PERCEPTION

(Appropriate)	(Does not Apply)
requires organizing, reproducing, or sequencing of sounds and words	does not require organizing, reproducing, or sequencing of sounds and words
requires identifying auditory similarities	does not require identifying auditory similarities
requires identifying auditory differences	does not require identifying auditory differences
auditory directions required	auditory directions not required
requires identifying specific sounds	does not require identifying specific sounds
requires learning rhymes, songs, and finger plays	does not require learning rhymes, songs, and finger plays

CHARACTERISTICS

VISUAL PERCEPTION

(Appropriate)	(Does not Apply)
requires the student to identify visual similarities and differences	does not require the student to identify visual similarities and differences
requires the student to organize, reproduce, and remember a sequence of visual stimuli	does not require the student to organize, reproduce, and remember a sequence of visual stimuli
requires finding a specific object against a crowded visual environment or background	does not require finding a specific object against a visual environment or background
requires the student to differentiate right-left, front-back, near-far, top-bottom, and comparable characteristics of visual stimuli	does not require the student to differentiate right-left, front-back, near-far, top-bottom, and comparable characteristics of visual stimuli

MOTOR PERCEPTION

(Appropriate)	(Does not Apply)
requires body balance	does not require body balance
requires locomotor activity	does not require locomotor activity
involves body parts	does not involve body parts
requires imitative movements	does not require imitative movements
requires fine motor coordination	does not require fine motor coordination
requires using body parts of one or both sides of the body	does not require using body parts of one or both sides of the body
requires hand and arm movements past the midline of the body while head and body are stationary	does not require hand and arm movements past the midline of the body while head and body are stationary